

WAVERLY MIDDLE SCHOOL

SIG APPLICATION

DISTRICT SCHOOL IMPROVEMENT PLAN

ATTACHMENT: Pages DIP 1-67 Redesign WMS Attachments 2010.pdf (pgs. 2-68 Adobe)

WAVERLY MIDDLE SCHOOL IMPROVEMENT PLAN

ATTACHMENT: Pages SIP 1-43 Redesign WMS Attachments 2010.pdf (pgs. 69-116 Adobe)

Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.

Waverly Community Schools was notified in May 2010 that Waverly Middle School would qualify for the School Improvement Grant. In June 2010, we were informed that we were not eligible for the SIG grant. Before this notification we worked with the Middle School's School Improvement Team, made up of English, Math, Science, Social Studies, Reading, Special Education teachers and an administrator, on a plan for the implementation of the transformation model. The team brought this discussion to the entire Middle School staff in a "re-commitment" process for staff to decide if they wanted to continue teaching at the Middle School. In June, the district leadership team informed the entire district about the SIG process. When Waverly Middle School was placed on the list in August 2010, we had already laid the ground work for the transformation model plan. The plan was once again agreed upon.

School Performance:

Math: 94% of the MEAP test is focused on Proportionality & Similarity and Functions & Linear Equations (26 GLCEs), in these areas, we defined nine GLCEs to be deficient.

We identified two student subgroups that showed a significant gap compared to our highest performing students. In the Hispanic subgroup, only 36% of these students were proficient. In the Economically Disadvantaged subgroup, 41% of our students were proficient. Our highest subgroup, white students, was 69% proficient.

ELA: The 7th and 8th MEAP Reading scores, for nearly every year between 06-07 to 09-10, show there is a significant gap in achievement (approximately 10%-20%) with white students performing above black and Hispanic students.

The 7th and 8th MEAP Reading scores, for nearly every year between 06-07 to 09-10, show there is a significant gap in achievement (approximately 30%-45%) with students without disabilities performing above students with disabilities.

The 7th and 8th MEAP Reading scores, for nearly every year between 06-07 to 09-10, show there is a significant gap in achievement (approximately 10%-15%) with female students performing above male students. Item analysis reports from 06-07 to 09-10 MEAP Reading showed deficiency in comprehension items in both narrative and informational texts. The areas of retelling, synthesizing, drawing conclusions and making inferences, showed the most deficiency.

School Capacity:

The Middle School staff was asked to “re-commit” to the positions they held at the Middle School under the expectations of the transformation model and 96% of the staff stayed. The staff is unified and is working hard to meet the challenges before them. The District determined that a reassignment of leadership needed to go into effect as soon as possible. This change, which occurred in September 2010, moved a leader, who has been a middle teacher and experienced administrator, with strengths in the areas of curriculum, assessment, instruction, and management into the principalship for the 2010 school year.

Evidence of pockets of strong instructional staff capacity:

The Middle School completes a Standards Assessment Review annually that aligns our school improvement work with state requirements and the continuation of our District Accreditation Status under AdvanED Worldwide. There is a strong system of support for all schools under this accreditation model.

Evidence of response to prior reform efforts:

WMS improvement team completed a comprehensive needs assessment, a review of the Golden Package (MEAP Data), ACT Plan/Explore, Study Island, Gates McGinitie reading test and the Data for Success website to collect data. WMS created a Data Days structure ongoing throughout the year to address student achievement needs.

Community Capacity:

Parents participate in the school improvement process by attending monthly meetings. WMS has partnered with Michigan State University Education Department to provide tutoring. The Red Cedar Writing Project, a satellite of the National Writing Project, comes in to provide professional development for staff in reading, writing and Professional Learning Communities. Career Day is also held annually for students to learn about potential career fields from members of the community.

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each...school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

Waverly Middle School will implement the transformation model. The required components of the transformational model are listed in the chart below.

<u>Required SIG Criteria</u>	<u>Develop & Increase School Leader Effectiveness Waverly Middle School SIP</u>	<u>Source of Funding</u>
Replace the principal	Waverly Community School (WCS) District replaced the middle school principal for the 2010 school year. Mike Moreno is the new principal, he comes in with a successful academic record from Waverly East Intermediate. He will be leading the staff	General Fund & SIG Found in Reform model

	through the execution of the transformation model and work closely with IISD and the MDE.	
Include student data in teacher/leader evaluation	The WCS Board of Education (BOE) and WEA (association) have collaborated on a new evaluation model that integrates student data and significant growth progress with state, district, and local assessments. Time will be set aside for administrators to evaluate teachers' professional goals as well as student performance. A financial incentive has been agreed on for a satisfactory evaluation.	SIG & General Fund Found in Addendum
Evaluations designed with teacher/principal involvement	A new model for evaluation was created this year with input from the BOE, WEA, principals and current teaching staff. The new model is designed to meet the needs of proficient tenured staff, probationary staff, and tenure/non-tenured staff with IDP's through the method of goal setting, monthly observations and data discussions.	General Fund Found in Addendum
Remove leaders and staff who have not increased student achievement	The BOE and WEA have drafted an addendum to the contract to address staff members that are not proficient through evaluation.	General Fund Found in Addendum
Provide on-going job embedded staff development	<p>Student needs were identified through analysis of multiple sources of data, including MEAP, ACT PLAN/EXPLORE, universal screening data collected via AIMSWEB, and others. Students were shown to have deficiencies in comprehension items in both narrative and informational texts. PD plan will address these issues. Math deficiencies will be addressed during PLC time. Differentiated instruction and IISD training will allow teachers to focus on specific mathematical needs.</p> <p>Professional development for teachers has been planned to help them meet these student needs.</p> <p>Waverly Middle School (WMS) will build upon professional development and initiatives that are already underway and add additional PD experiences in an ongoing, job-embedded structure.</p> <p>In terms of a school-wide approach to instructional reform, WMS is in the second year of implementing Response to Intervention (RtI), a three-tiered model of prevention and intervention. WMS has an established RtI Building Leadership Team (including the principal, RtI coaches, and other staff) that is leading the implementation of RtI. Their work and learning has been facilitated by Ingham ISD and MiBLSI as part of a</p>	General Fund & SIG Found in SIP Pages: 3-4 8-10 14-22 23-29 33-42

county-wide RtI initiative. In 2009-10, the work began with reading. In November of 2010-11, the school's RtI team is beginning to learn about positive behavior supports (PBS.)

Universal screening data on reading skills is currently being used to identify students who are at-risk of reading failure, math failure, or performing below grade level in these areas.

Research-based interventions are being implemented to meet students' needs for specific reading instruction. These interventions include group and individual settings (Tiers 2 and 3) and frequent progress monitoring to assess students' progress and adjust interventions as needed to meet their needs. A select group of teachers has already been trained in reading and math interventions; more training will take place in 2010-11, 2011-12, and 2012-13. The intervention training includes PALS, Rocket Math, and Word Problems Made Easy for math and 6-minute Solution, READ 180, and REWARDS for reading. Staff will also attend training sessions conducted by MiBLSi and Ingham ISD regarding ongoing implementation of an RtI model (The specific training topics have been mapped out, but MiBLSi has not yet announced the dates.)

WMS will also work very purposely to strengthen Tier 1 of the RtI model, the instruction that all students receive. Weekly PD sessions for teachers will operate as Professional Learning Communities, collaboratively learning and working to improve their practices and student achievement. Teachers will modify instruction based on student needs identified via assessment data and research-based practices such as formative assessment and differentiated instruction. PD on formative assessment and differentiated instruction will be provided to all teachers.

Research by Black and William (DATE) has shown that formative assessment processes, done effectively, result in significant learning gains for students. Formative assessment processes include, but are not limited to, clear learning targets, descriptive feedback to students, and involving students in self-assessing their learning needs. Likewise, differentiated instruction is well-documented in educational research as resulting in significant learning gains for students. WMS teachers have also been studying and implementing strategies from Classrooms that Work, by Marzano, and will continue to do so. Recently a team completed a three day professional development on engaging all students and content literacy with

	<p>Kevin Feldman.</p> <p>In their weekly PD sessions, teachers will meet to discuss changes they have made in their instructional practices as result of the professional development/training. This will include sharing and discussing lesson plans (including formative assessment processes that have been implemented); protocols will be used to help guide the discussion and work. (The National Staff Development Council (NSDC) has several useful protocols.) In addition, teachers will review and discuss examples of student work related to the lesson plans such as writing samples, constructed responses to math problems, science lab reports, etc. Protocols will also be used to guide analyses of student work. In this way, teachers can use formative assessment and analysis of student work to identify student needs and work in a continuous cycle of improvement. Moreover, a Team Learning Log will be used by groups of teachers to document key discussion points and next steps for their collaborative learning and work. Several resources exist for selecting a team log, including Schmoker's Results Now, and NSDC. These processes will help ensure that teachers have an effective structure for working together to improve student achievement in Tier One of an RtI model. School-wide Data Days held six times throughout the school year will also serve to help teachers identify areas of students' strengths and challenges.</p>	
Implement financial incentives or career growth or flexible work conditions	The BOE and WEA have tentatively reached a ratification of an addendum to the contract. This includes a financial incentive with a satisfactory evaluation, a step increase, or stipend for staff above step 11. There have been six schedule B positions added to provide growth opportunities for staff.	General Fund & SIG Found in Addendum
<u>Permissible SIG Criteria</u>		
Provide additional compensation to attract and retain staff	Upon approval of the SIG grant money we will provide classroom technology equipment to attract and retain staff.	SIG
Institute system for measuring changes in instructional	Evaluations will be completed by staff after every professional development session. Teachers will record how PD impacts student growth during Data Day sessions.	SIG & Title II

practices that result from PD		
Ensure that school is not required to accept a teacher without the mutual consent of teacher & principal, regardless of seniority	The addendum includes a provision exempting teachers from contract seniority language with regards to teacher assignments. Current Middle School teachers will have the opportunity to recommit to the new Middle School transformation model as detailed in the SIG grant.	Found in Addendum Recommitment Pg. 4A Attachment
<u>Required SIG Criteria</u>	<u>Comprehensive Instructional Reform Strategies</u>	
Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards	<p>WMS is in the second year of implementing Response to Intervention (RtI), a research-based, three-tiered model of prevention and intervention. RtI is the practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. RtI is applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data. (NASDSE Blueprint for RtI, 2008.)</p> <p>Research background on Response to Intervention:</p> <p>http://rtinebraska.unl.edu/learn_about_rti_why_implement.php and http://www.rtinetwork.org/learn/research/field-studies-rti-programs</p> <p>AIMSWEB universal screening assessments in reading are being used in grades K-12 throughout the district as a key component of RtI implementation. The assessments are aligned from grade level to grade level. The universal screening data collected in 2009-10 led WMS to select several specific reading interventions that are research-based and recommended in the RtI literature for specific grade levels and targeted student needs in Tier 2 and Tier 3.</p> <p>In terms of alignment to state or national curriculum standards, RtI is a conceptual framework for providing support to all students; however, it is not a prescribed curriculum with content</p>	SIG, AARA & Title II Found in SIP Pages: 3-4 6-7 10-11 15-16 19-21 24-25 27-28 31-39

	<p>area standards. Tier 1 of the RtI model is core program instruction and universal interventions that all students receive. The core programs for content areas are currently aligned to Michigan's GLCEs; implementation of the new Common Core Standards has not yet begun. (This will begin in 2011-12.) Student outcome data for math and reading performance in "Tier 1" was analyzed, including MEAP, ACT-EXPLORE, and Study Island. These data indicated specific content area needs which will be addressed through the researched-based professional development topics (formative assessment, differentiated instruction, and content area literacy strategies from IES) and structures described in Requirement 5 of "Develop and Increase School Leader and Teacher Effectiveness".</p> <p>In addition, WMS has 6 Data Days per year to examine student outcome data and adjust curriculum, instruction, and assessment as needed in their core programs.</p> <p>Flexible scheduling through the teaming model will be designed based on student data from progress monitoring. Academic planners will be used for all students to help with organization, time management and communication between school and home. This will allow for clarification of assignments and expectations. Reading, math and data coaches will be hired to support research-based instructional program implementation.</p> <p>Math teachers will meet to discuss curriculum alignment and development, review results of common assessments and collect data. Coaches and instructional staff will review 6th-8th grade MEAP results to identify potential areas in need of remediation. Staff in all content areas will implement direct vocabulary instruction and explicit comprehension strategies, supported by research in the text, <u>Improving Adolescent Literacy: Content Area Strategies at Work</u>. English teachers will create and implement a three tiered reading intervention program. Teacher training and purchase of professional texts including; <u>Teaching Reading to Black Adolescent Males</u>, and <u>Reading Don't Fix No Chevys</u>, will help to plan for our focus on the black male sub-group in the area of literacy.</p>	
Promote continuous use of	Staff will be participating in Data Days, monthly meetings, all teachers attend. WMS has utilized the RTI model	SIG, AARA &

student data to inform instruction and meet individual needs of students	<p>placing students in either tier 1, 2 or 3 based upon initial testing through the AIMSWEB program. All tier 2 and 3 students are continuously progress monitored with weekly testing using the AIMSWEB system to collect weekly data. Teachers will analyze data, each data day and adapt instruction based on these results. Teachers will use formative assessments to determine students' response to instruction daily during core instruction. The formative assessment will include descriptive feedback on their strengths and areas for improvement. Students are provided additional reading and math programs to meet individual student needs, especially in tier 2 and 3. Reading is supported with the REWARDS program from Sopris West Educational Services and math is supported with the PALS math program from Vanderbilt Kennedy Center. Through data days and RTI coaches' continuous use of student data will be analyzed allowing the staff to meet the individual needs of the students. If we don't receive SIG we will use the AARA/MIBLISI grant to continue professional development.</p>	Title II Found in SIP Pages: 10-11, 19, 31, 36
<u>Permissible SIG Criteria</u>		
Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement	At Data Days, staff will conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement (RTI model). Rubrics will be designed to ensure fidelity of implementation of intervention strategies.	SIG & Title II
Implement a school wide RTI model	WCS is currently in year two of the RTI/MIBLISI grant for implementation of Response to Intervention. We will continue implementation. We plan to sustain the work of our existing RTI coaches by extending their positions.	SIG & Title II
Provide PD to teachers/principals on strategies to support students in least restrictive environment and ELL	The IISD will provide professional development for all staff on the new Learning Disabled Eligibility Guidelines. PD will be provided for staff regarding best practices for English Language Learners. Key concepts of SIOP training will be implemented by trained staff members. All instructional staff will attend a summer institute to work on strategies to support all students through an overview of SIP, team scheduling, team meetings, professional rounds, PLC's and universal screening. Staff will be provided compensation for attendance.	SIG & AARA
Use and integrate technology-based interventions	Five members of the MS Staff have been selected to participate in the MI Champions Program offered by the Michigan Association for Computer Users in Learning (MACUL). This	SIG

	<p>program is a two year endeavor which requires staff to attend two MACUL conferences on technology in education and complete an online course focusing on technology-based learning. These members will share their knowledge with the staff during PD throughout the year. After two years, another five teachers can apply for the next Cohort for the MI Champions Grant.</p> <p>In addition, READ180 by Scholastic will be purchased as a computer-based literacy support program with professional support from IISD. Staff will receive student response systems once training has been completed in using the technology for effective instruction. We will purchase document cameras, projectors, scanners, mobile slates and flip cameras for all core classrooms and instructional staff will be trained on assistive and 21st Century technology to enhance curriculum delivery, increase student response, collect data and engage learners.</p>	
Increase rigor	All WMS students will take the ACT Explore test. We will also offer a Gifted and Talented program in the future.	SIG
Summer transition programs	We will offer a Summer Academy for students to increase achievement in math and reading. We will be providing students with a novel for a summer reading assignment.	SIG
Increase grad rates through credit recovery, smaller learning communities, and other strategies	We will be planning an alternative middle school program, similar to Ombudsman, for students potentially at risk for dropping out. This will involve hiring a behavioral specialist for several programs including the Intensive Intervention (I2) program for at-risk students.	SIG
Establish early-warning systems to identify students who may be at risk of failure	The district-wide Data Days initiative will help insure students are on track with their learning K-12. We will hire a behavioral specialist to help monitor at risk students to prevent drop outs, and facilitate positive behavior at the Middle School.	SIG
<u>Required SIG Criteria</u>	<u>Increased Learning Time and Creating Community-Oriented Schools</u>	
Provide increased learning time	WMS will increase instructional time to at least 227+ hours by lengthening the school day to not exceed 7.5 hours per day, adding an additional 30+ hours for teacher duty hour per week for tutoring and training, 5 days and 7 hours of additional professional development, and a 70 hour summer academy focused on reading and math. An hourly rate will be paid for staff to create after-school programs for student enrichment. Additional compensation will be available to staff and administrators for increased instructional time if WMS is approved for the SIG. If SIG is not approved the minimum	General Funds & SIG Found in Addendum

	<p>compensation will be covered by general funds. The professional development time is used for staff to work on interventions that will be implemented to meet student needs based on strategic and progress monitoring data. Staff will need to work together to review student work and adjust lesson delivery as appropriate. The additional PD will enable our staff to respond to students quickly and effectively as needs arise. Staff will have additional time beyond the day to meet, document, and discuss the results of their use of professional learning communities. This time will also be used to accommodate the three tiered program. Some teachers, paraprofessionals and college level students will be available after school to provide extra instructional support needed as indicated by data.</p>	
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>WMS has established a Parent-Teacher Council, which meets monthly, to provide ongoing activities for family involvement. Also, a Middle School Family and Community Coordinator position will be added (per the addendum) to establish, plan and implement a broad spectrum of activities to increase family/community engagement with the WMS. Examples of these activities include creating “study buddies” to work one-on one with students, and inviting parents to visit the school through programs such as “Muffins with mom or Donuts with dad.”</p> <p>WMS also has a parent who is part of our School Improvement team, to help provide the team with a parent perspective and to serve as a link to our community.</p> <p>To encourage parent involvement with their students’ academic achievement, we have planned specific instructional workshops tailored for individual student needs. Six curriculum enrichment evenings will be offered to foster communication of curriculum and classroom content between staff, parents, and students. These workshops will help support student’s individual needs, both in and out of school. Supplemental materials which can be used at home will be provided. Parents and students will be offered incentives to attend these events that are planned throughout the school year.</p> <p>WMS will also host parent-skill workshops that will include topics such as parenting skills, challenges facing teenagers, etc.</p> <p>If we do not receive the SIG, meetings will still be offered, but parent incentives for attending meetings will be eliminated.</p>	<p>SIG Found in SIP: 5,8,11-14, 18, 25 Found in Addendum</p>

	Each student will be provided with planners to keep track of their assignments/homework throughout the day. These planners will increase the communication between school and home.	
<u>Permissible SIG criteria</u>		
Partnering with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs	WMS will continue implementing PALS (Peer Assistance and Leadership). WMS will hire a behavioral specialist for several programs, including an Intensive Intervention program. We will create materials for comprehensive services for students; this will be coordinated by the Social Worker and Behavior Specialist. Parent curriculum enrichment meetings will foster communication between the classroom teacher and the parent. These meetings, which will include food and incentives, will be offered six times a year. Students will also be offered incentives for achievement, attendance, and participation in supplemental programs. WMS will implement the SPLASH (Shaping Positive Lifestyles & Attitudes through School Health) program, which will provide for quality health education and a physical education curriculum.	SIG
Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff	The middle school has restructured to accommodate teams of core-curriculum teachers, with common students, intervention times, plan times and transition times. This creates a team of four core teachers, one elective teacher and one special education teacher per 135 students. Student planners will be used to extend communications with families daily.	
Implementing approaches to improve school climate and discipline	WMS will provide professional development for certified and non-certified staff on anti-bullying tactics, self-esteem and identification of the conflict cycle. MIBLISI positive behavior support professional development is being provided to the RTI leadership team through IISD. WMS will continue to look at ways to improve school climate with regards to scheduling (i.e. teams), staffing, and non-academic times (i.e. lunch). We will develop a library of professional books (i.e., <u>Teach Like a Champion, Motivating Students Who Don't Care...</u>) We will provide student planners to help students organize their time, understand expectations, and clarify assignments.	SIG
<u>Required SIG Criteria</u>	<u>Providing Operational Flexibility and Sustained Support</u>	

<p>Provide operational flexibility to implement comprehensive approach to substantially increase student achievement and increase graduation rates</p>	<p>The new principal will have complete control and flexibility over operations, staffing and budget. In regards to staffing, staff not receiving satisfactory evaluations will be targeted for contract defined improvement plan or re-assignment. Principal will have right of classroom assignments in response to curricular needs. People hired will be HQT and must demonstrate their commitment to the transformational model. The principal will have sole decision in hiring staff based on portfolios, interviews, past experience, artifacts, etc... In regards to calendar and times the principal has start and end time flexibility as well as scheduling flexibility for professional development. Principal can implement alternative scheduling during the day. Principal has flexibility within the budget structure to address curricular needs. These changes are funded by the general fund. Providing SIG funding is approved, WMS has created a three-year calendar for reform programming and implementation. All students will have opportunity for additional learning time to address student achievement and enrichment programs. All Waverly Middle School staff will participate in various professional development workshops and professional collaboration time. We will hire six positions for extracurricular activities for staff and students: Leadership Success Coaches, Student Services Coaches, and MS Family and Community Coordination.</p>	<p>SIG Found in Addendum</p> <p>Recommitment Pg. 4A Attachment</p>
<p>Ensure that school receives ongoing intensive Technical Assistance (TA) and related support from the LEA, SEA, or designated external leader partner or organization</p>	<p>Waverly Community Schools (LEA) in partnership with IISD (selected provider) will provide technical assistance and support for WMS staff. We will continue to implement the Response to Intervention structure through data days in the building six times a year. The RTI leadership team will receive professional development through the ISD and at the district level. All structured professional development periods, setting the stage meetings and staff meeting time will continue to be committed time to the improvement of the RTI structure. The data day release time structure will allow staff the time to strategic and progress monitor students. The IISD will help design the weekly professional development time for staff on interventions. IISD will help us analyze student outcome data and the effects of professional development on teacher practices. Upon approval of the SIG funds, we will be able to fully implement the transformational model and address the goals of WMS, if we are not granted SIG funds we will continue with the professional development funded through AARA and Title II. The WMS, Central Office, and IISD plan to meet three or four times during the year to discuss the implementation of the redesign plan and problem solve any issues that may arise.</p>	<p>SIG ,Title II & AARA Found in Reform Model</p>

Describe actions taken, or those that will be taken to:

Design and implement interventions consistent with the final requirements

- Waverly Middle School has selected the transformation model and has selected the Ingham Intermediate School District as our service provider.
- Hire math, reading, data and behavioral coaches to assist in curriculum alignment, common assessments, lesson planning and interventions.
- Provide professional development in school climate, math, ELA and technology to take place during PD days, release time, and on site coaching.
- Sustain RTI intervention training that occurred during the 2009 - 2011 school years. (PALS, 6 Minute Solution, Rewards)
- Work with RTI coaches to establish routines developing and implementing interventions, strategic and progress monitoring.
- Establish Professional Learning Communities
- Use a teaming model to allow for increased student focus and effective common intervention times.
- Data Days

Select external providers from the state's list of preferred providers

Ingham ISD will be the main provider. Solution Tree, MI Schools in the Middle, and Middle Start will be contracted to provide services as needed.

We are currently working on a contract with Ingham Intermediate School District for technical assistance.

Align other resources with the chosen interventions

1. MSU tutors
2. Community based groups/volunteers
3. Provide parent informational sessions

Modify its practices or policies, if necessary, to enable its school to implement the interventions fully and effectively

- Replaced principal
- Extending school day
- Summer academy
- Before and after school programs
- Increased PD offerings
- Team design to allow for flexible scheduling
- Dedicated intervention time
- Adapt teacher evaluation
- Data Days - student achievement growth
- Institute activities bus
- Modify behavior management plan - i.e. use of timeout room and or intense behavior intervention program
- Additional teacher collaboration times (i.e. Professional Learning Communities)

Sustain the reforms after the funding ends

1. Develop capacity within the WMS staff to continue work.
2. Use coaches to embed instructional practices.
3. Develop capacity of staff to monitor/train others using peer accountability.

Timeline: Include a timeline delineating the steps to be taken to implement the selected intervention identified.

	Summer	Fall	Winter	Spring
2010-11	<p>Identified a Middle School Leadership Team</p> <p>Implemented Transformation Model</p> <p>Selected Service Provider: Ingham ISD</p> <p>Conducted review of past 3 yrs of MEAP</p> <p>Reviewed and updated Middle School SI Plan</p> <p>Currently in second year of implementation of reform model:</p> <p>Response to Intervention (RtI)</p> <p>Leadership Team met and developed SIG application</p> <p>Conducted staff meetings with MS staff and entire district</p> <p>Sent letter to families regarding SIG grant</p>	<p>Design and implement data driven teacher evaluation model with teacher and principal involvement</p> <p>Teacher team (ELA teachers) will attend training on Formative Assessment on November 3, 2010</p> <p>PLC structure will be a key structure/method for team collaboration and learning throughout the year. An Ingham ISD consultant will help guide the PLC</p> <p>Provide ongoing mechanisms for family and community engagement</p> <p>Strategies from the SI Plan will be implemented</p> <p>Data day for all staff to review student assessment data and discuss instructional</p>	<p>Teacher team (ELA teachers) will implement formative assessment</p> <p>Teacher team (ELA teachers) will attend training on Differentiated Instruction on February 22-23, 2011</p> <p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>PLCs will be ongoing</p> <p>Data day for all staff to review student assessment data and discuss instructional changes. The SI plan will also be monitored at this time</p>	<p>Teacher team (ELA teachers) will continue to implement formative assessment and differentiated instruction</p> <p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>Data Day for all staff to review student assessment data and discuss instructional changes. The SI plan will also be monitored at this time</p> <p>PLCs will be ongoing</p> <p>Math Intervention training from mathematics consultant at the IISD</p>

	<p>and 5% metric</p> <p>The middle school has restructured to accommodate teams of core-curriculum teachers with common students, intervention time and planning time</p> <p>School receives ongoing technical assistance and support from the partnership with Ingham ISD</p> <p>PALS training for RTI coaches</p>	<p>changes. The SI plan will also be monitored at this time</p> <p>Activities Bus will be provided to transport students who are supported with after school tutoring and enrichment activities</p> <p>Internal training on Rocket Math</p> <p>Kevin Feldman Content Literacy training</p> <p>6 minute Solution training</p> <p>REWARDS for reading training during staff meeting</p>	<p>MIBLSI training for coaches and RTI team</p>	
2011-12	<p>Remove leaders and staff who have not demonstrated an intervention structure that has improved student achievement</p> <p>Implement summer academy (10 days) for students to improve achievement in math and reading</p> <p>Principal will have increased operational flexibility to implement comprehensive approach to substantially increase student achievement</p> <p>Comprehensive</p>	<p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>Financial incentives for satisfactory evaluation go into effect</p> <p>PLC structure will be a key structure/method for team collaboration and learning throughout the year</p> <p>Data day for all staff to review student assessment data and discuss instructional changes. The SI plan</p>	<p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>Data day for all staff to review student assessment data and discuss instructional changes. The SI plan will also be monitored at this time</p> <p>PLCs will be ongoing</p> <p>MIBLSI training ongoing for staff</p>	<p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>Data day for all staff to review student assessment data and discuss instructional changes. The SI plan will also be monitored at this time</p> <p>PLCs will be ongoing</p> <p>MIBLSI training ongoing for staff</p>

	<p>monitoring of 2010-11 activities to identify successes and possible modifications needed for the SIG grant plan to align with progress made in 2010-11</p> <p>Reading, math, and data coaches will be hired to support research-based instructional programs and build capacity in MS staff</p> <p>Math Intervention training from mathematics consultant at the IISD</p>	<p>will also be monitored at this time</p> <p>Implement five professional development days for all staff based on student achievement needs</p> <p>Continue implementation of reform model: Response to Intervention (RTI)</p> <p>WMS will increase instructional time by lengthening day, increasing professional development time, and a summer academy for students, and after-school activities</p> <p>READ 180</p> <p>Word Problems Made Easy for Math training</p> <p>MIBLSI training ongoing for staff members</p>	members	members
2012-13	<p>Remove leaders and staff who have not demonstrated an intervention structure that has improved student achievement</p> <p>Implement summer academy (10 days) for students to improve achievement in math and reading</p> <p>Comprehensive monitoring of 2011-12</p>	<p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>Reading, math, and data coaches will continue to support research-based instructional programs and build capacity in MS staff</p>	<p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>PLCs will be ongoing</p> <p>Data day for all staff</p>	<p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>PLCs will be ongoing</p> <p>Data day for all staff</p>

	<p>activities to identify successes and possible modifications needed for the SIG grant plan to align with progress made in 2011-12</p>	<p>PLC structure will be a key structure/method for team collaboration and learning throughout the year</p> <p>Data day for all staff to review student assessment data and discuss instructional changes. The SI plan will also be monitored at this time.</p> <p>Continue implementation of reform model: Response to Intervention (RTI)</p> <p>WMS will continue increased instructional time (lengthening day, increasing professional development time, a summer academy for students, and after-school activities)</p> <p>MIBLSI training ongoing for staff members</p>	<p>to review student assessment data and discuss instructional changes. The SI plan will also be monitored at this time</p> <p>MIBLSI training ongoing for staff members</p>	<p>to review student assessment data and discuss instructional changes. The SI plan will also be monitored at this time</p> <p>MIBLSI training ongoing for staff members</p>
2013-14	<p>Remove leaders and staff who have not demonstrated an intervention structure that has improved student achievement</p> <p>Implement summer academy (10 days) for students to improve achievement in math and reading</p> <p>Comprehensive monitoring of 2012-13</p>	<p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>Reading, math, and data coaches will continue to support research-based instructional programs and build capacity in MS staff</p>	<p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>Data day for all staff to review student assessment data and discuss instructional changes. The SI plan</p>	<p>Strategies from the SI Plan will be implemented, including job embedded professional development</p> <p>Data day for all staff to review student assessment data and discuss instructional</p>

activities to identify successes and possible modifications needed for the SIG grant plan to align with progress made in 2012-13	<p>Data day for all staff to review student assessment data and discuss instructional changes. The SI plan will also be monitored at this time</p> <p>Continue implementation of reform model: Response to Intervention (RTI)</p> <p>WMS will continue increased instructional time (lengthening day, increasing professional development time, a summer academy for students, and after-school activities)</p> <p>MIBLSI training ongoing for staff members</p>	<p>will also be monitored at this time</p> <p>Continue implementation of reform model: Response to Intervention (RTI)</p> <p>MIBLSI training ongoing for staff members</p>	<p>changes. The SI plan will also be monitored at this time</p> <p>Continue implementation of reform model: Response to Intervention (RTI)</p> <p>MIBLSI training ongoing for staff members</p>
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Describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor schools that receive SIG funds.

Goal 1: Mathematics

The number of students who are proficient in math will increase. The percentage of students at the mastery of state objective scores will improve by 5% each year.

Goal 2: Reading

All students will improve their proficiency in reading. Students will improve their scores on the MEAP as well as on the AIMSweb and Study Island assessments over the course of the year.

As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models...

Describe how this process was conducted within the LEA

- May 2010- Superintendent and Director of Curriculum attended Michigan Department of Education (MDE) informational meeting about being on the list of lowest performing schools in the state (the list).
- May 2010- Supt. and Dir. of Curriculum met with Leadership team to discuss SIG requirements
- May 2010- Dir. of Curriculum met with Board of Education and principals
- May 2010- WCS team attended MDE informational meetings and webinars
- May 2010- Asst. Supt. & Dir. of Curriculum met with MS staff
- June 2010- Cabinet (Superintendent, Assistant Superintendent, Directors of Curriculum and Operations) met with District staff
- June 2010- Cabinet met with Linda Forward at MDE for clarifying questions
- June 2010- Dir. of Curriculum met with MS SIP team, IISD, RTI Coaches, reading specialist, Asst. Supt. and principals
- June 2010- Cabinet and IISD met to develop message and press conference for announcement
- June 2010- Supt. drafted a letter to families
- June 2010- Supt. and SIP team met with MS staff for “re-commitment” dialogue
- June 2010- Supt. re-assigned leadership for WMS, East, and Central Office and sent a letter to community
- June 2010- MDE informed Supt. we were no longer on the list
- Aug. 2010- MDE informed Supt. we were placed back on the list
- Aug. 2010- Cabinet and Board of Education held an informational meeting
- Aug. 2010- WCS team attended MDE informational meetings and webinars
- Aug. 2010- WMS team was reinstated and began meeting
- Sept. 2010- Supt. sent a letter to community
- Sept. 2010- Supt. and CAO (Chief Academic Officer, formerly Director of Curriculum) held a parent meeting at MS open house
- Sept. 2010- Supt. replaced principal for WMS and sent a letter to community
- Sept.-Oct. 2010- Board of Education and Waverly Education Association meetings on addendum
- Sept.-Oct. 2010- WMS writing team meetings to complete draft of SIG application

STAKEHOLDER COMMUNICATIONS

ATTACHMENT: Pages 1A-II Redesign WMS Attachments 2010.pdf (pgs. 117-128 Adobe)

Baseline Data Requirements

METRIC

Which intervention was selected?	Transformation
Number of hours in the school year?	1121.6 hours

STUDENT DATA

Dropout rate	1.5%
Student attendance rate	85%

STUDENT CONNECTION/SCHOOL CLIMATE

Number of disciplinary incidents	142
Number of students involved in disciplinary incidents	205
Number of truant students	31

TEACHER DATA

Distribution of teachers by performance level on LEA's teacher evaluation system	All satisfactory
Teacher Attendance Rate	91.4%

APPLICATION COVER SHEET

ATTACHMENT: Page IJ Redesign WMS Attachments 2010.pdf (pg. 129 Adobe)

NEED DATA

ATTACHMENT: Pages 2C-2G Redesign WMS Attachments 2010.pdf (pgs. 210-229 Adobe)

DISTRICT

Grade	# of St	# of Retentions	# of Dropout	# promoted	# AP	# Dual	# CTE
K	184	5		179			
1	180	3		177			
2	209	1		208			
3	178	0		178			
4	202	0		202			
5	219	1		218			
6	261	0		261			
7	250	0		250			
8	240	1		239			
9	263						
10	257		1				
11	261		3		39	0	1
12	263		2		72	7	4

WAVERLY MIDDLE SCHOOL 7TH-8TH

Group	# of St	# of Suspension In/Out	# of Retention	# Dropouts	# Promoted
SES	207		1	4	202
SWD	73			1	72
LEP	9				9
Homeless	0				
Migrant	0				
Male	258		1	4	253
Female	232			2	230
Totals	490	142/63	1	6	483

COMMITMENT

Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Waverly Middle School staff is excited for the challenge to help their students achieve in their academics. Every year the staff participates in school improvement teams working to improve individual practice and climate in the school. While the staff has always worked hard, they have needed an organized system to pinpoint student's specific deficiencies and a means to address these shortcomings with student achievement.

The staff welcomes the opportunity to analyze student achievement data on a timely basis. In addition, being able to have Data Days to analyze said data will be extremely beneficial. The staff is ready for the challenge as the proposed plan will only strengthen their teaching and allow them to be practitioners of their subject basing their work on data, not intuition.

Explain the school's ability to support systemic change required by the model selected.

The middle school has extensively changed many aspects of the work day to support the transformation model. Teachers have agreed to form teams consisting of four core teachers, a special education teacher and elective teacher. These teams will see the same set of students and co-plan the curriculum ensuring

co-curricular learning. Teachers have also restructured the day to include intervention time for students. Using Aimsweb testing, teachers have selected students deficient in math and reading and have arranged additional time for remedial help in these areas. Students who need extra help will have an additional 30 minutes to grasp the concepts being taught in their content areas. Students who are advanced will be challenged during this intervention time, and they will have an opportunity to participate in gifted programs.

The flexibility already apparent by the middle school staff with the changing of the school schedule and the changing of the principal is a testimony to their desire to support what needs to be done to help their students achieve. The transformation model is a positive restructuring that will be successful with the support of the parents, teachers, and administration.

ACADEMIC DATA

ATTACHMENT: Pages 2A-2B Redesign WMS Attachments 2010.pdf

Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Waverly Community Schools has organized its resources to fully commit to the RTI model. Staff has been appointed to coach the district in RTI and each building has a leadership team who has been to countless meetings to prepare for the implementation of RTI.

With this and the addition of Data Days, staff is ready to use data and scientifically based research to guide tiered instruction for all students to learn. Teachers will be released monthly to confer about student data and progress. Substitute teachers will be provided to allow staff time to analyze and collaborate. The information discussed during these days will help identify students who need extra instruction - additional time in reading and math. The school has completely altered its schedule to accommodate this extra time that is needed for the remedial instruction. Teachers have agreed to and support these changes as they are confident the RTI model will help those students who are struggling and help transform our practice.

Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

- Collaboration will increase with the implementation of the team model. Groups of teachers will share common students which will allow for more effective communication regarding student needs and interventions. This model will also allow for adjusted schedules based on curricular needs. Teams will have common planning times.
- Planning periods will occur for same grade teachers at the same time to allow for grade level collaboration.
- Data Days and Staff meetings will be utilized for data review and analysis as well as review and revision of the school improvement plan.

- Professional Development Days, including the summer institute, will allow for additional training for staff that will translate into common practices and instructional stability.

Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

- Regular parent newsletters and parent meetings will be used to update and support parents regarding their students' progress and needs.
- Parents will be enlisted to support volunteer programs throughout the year including tutoring and classroom support.
- Tutors will be enlisted from area colleges and civic groups to provide additional in school and after school support.
- Ingham and Eaton ISDs, as well as additional professional development resources, will help to provide staff and community with training opportunities.

Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

- *See Chart that starts on page 2 of this application.*

Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

- Data Days are a process where staff will critically review assessment scores to determine appropriate interventions and changes to classroom practice. Sub groups will be defined using baseline data. Groups can be redefined as subsequent assessments are administered and scored.
- School wide goals will be reviewed and adjusted upon need, based on data.

Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

- All students will be assessed in the fall using AIMSWEB and other assessments.
- Data Days will allow teachers to analyze student data.
- All teachers have daily access to student data from baseline tests and subsequent assessments via AIMSWEB.
- Intervention block will be used to help gather data.
- Stakeholders will be informed through newsletters, personal contact, and parent meetings held throughout the school year

- All students will be assessed a minimum of three times per year.

Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

- Utilize RTI model to group students into the three tiers of intervention.
- Intervention strategies such as Rewards, Rewards Plus, Six-minute Solution, Peer Assisted Learning, and Pennington Reading Program will be used during classroom instruction and intervention time to meet student needs.
- The following assessments will be utilized to monitor progress; Maze, MEAP, AIMSWEB math computation and reading fluency tests, local teacher/classroom assessments.
- Teachers will review data and determine specific interventions for individual students.

Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

- Waverly Community Schools has an extensive professional development plan in place which can be located on the district website. See the following link and attachment:
<http://web.waverly.k12.mi.us/documents/number14.pdf>

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

ATTACHMENT: Pages 3A Redesign WMS Attachments 2010.pdf (pgs. 230-235 Adobe)

Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

Every six to eight weeks staff will critically review data to inform instructional practice. Subs will be provided for teachers to use collegial time to analyze data. From this analysis teachers can group students according to specific instructional needs and then adapt our intervention curriculum to meet these needs. Students will have ongoing assessment to ensure growth or to determine need for additional interventions. Staff will be trained in the programs/instructional practices needed to meet student achievement goals.

List the individuals and job titles of the central office and school personnel who will oversee the

school receiving School Improvement Grant - Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

- Superintendent
- Chief Academic Officer 25%
- Principal 100%
- Director of Finance 25%

Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

- The Ingham Intermediate School District will be providing technical and evaluation assistance in collaboration with Superintendent, Chief Academic Officer and Principal

STAFF EXPECTATIONS FOR RECOMMITTING TO CULTURE

ATTACHMENT: Pages 4A Redesign WMS Attachments 2010.pdf (pgs. 236-237 Adobe)

MEETING AGENDAS AND NOTES

ATTACHMENT: Pages 4B-4C Redesign WMS Attachments 2010.pdf (pgs. 238-250 Adobe)